**AAQEP Annual Report for 2023**

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| Provider/Program Name: | University of Maryland College of Education Advanced Programs |
| End Date of Current AAQEP Accreditation Term (or “n/a” if not yet accredited): | June 30, 2027 |

**PART I: Publicly Available Program Performance and Candidate Achievement Data**

1. **Overview and Context**

This overview describes the mission and context of the educator preparation provider and the programs included in its AAQEP review.

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| The mission of the College of Education is to enhance the lives of individuals, families, schools, and communities through our research, teaching, and engagement. We create knowledge about critical facets of education and human development to advance state, national, and international communities. The College of Education prepares students to be the next generation of scholars, educators, and transformative leaders.**Reading Specialist**The Reading Specialist program aligns with the Maryland State Department of Education (MSDE) certification requirements for grades P-12 and with recognition by the International Literacy Association. Students completing this program receive the Master of Education (M.Ed.) degree. Graduates completing three years of classroom teaching experience are eligible for the reading specialist certification from MSDE. The program has a focus on literacy and equity and consists of 30 credits, including a capstone summer reading clinic known as the University of Maryland Summer Reading Program (SRP). In the SRP, candidates provide literacy instruction to students who struggle with reading and writing while engaging in collaborative and coaching experiences with candidates and alums from the program. The SRP operates on the University of Maryland, College Park campus or in a local elementary school, and is administered by a partnership between the City of College Park and the University. It is open to children in grades PK-12 who live in the City of College Park and the local community. The SRP consistently enrolls a large population of students of color and English language learners. Program candidates complete the M.Ed. program in three years or less while working as full-time teachers and upon completion, are prepared to work as reading specialists and instructional coaches in diverse schools and learning environments.**School Counseling**The School Counseling Program prepares professional school counselors who will be leaders, advocates, and systemic change agents in P-12 urban educational settings. The program emphasizes increasing graduates’ awareness, knowledge, and skills to work with economically, socially, and culturally diverse urban student populations. The program focuses on access, equity, and social justice in delivering counseling services to promote *all* students’ academic, career, and personal-social development in culturally diverse urban settings. The School Counseling Program aims to develop professional school counselors with the competencies to work individually and systemically and close the gap in urban schools. Graduates are eligible for certification as school counselors in Maryland and other states. Students earn a Master of Education (M.Ed.) degree after successful completion of 60 credit hours in School Counseling. Coursework includes one 100-hour practicum and two 300-hour internships in Maryland, i.e., Baltimore City and Prince George’s County, the District of Columbia, and other urban public school systems. Students also enroll in counseling, school counseling, research methods, and special education courses. Students matriculate on a full-time basis and complete the program in two years.**School Psychology**The School Psychology Program is a research-intensive Ph.D. program in professional psychology that embodies the scientist-practitioner model. Program graduates pursue academic/research- and practice-oriented careers. The program is a 104-credit National Association of School Psychologists (NASP)-recognized and American Psychological Association (APA)-accredited Ph.D. program in professional psychology that integrates science and practice. The Doctoral Program essentially subsumes a typical “specialist” (Master of Art M.A.) plus an Advanced Graduate Specialist Certificate program that corresponds to APA’s standards for training doctoral-level health-service psychologists and NASP’s standards for training specialist-level school psychologists. Doctoral students typically earn the non-terminal M.A. or A.G.S. (Advanced Graduate Specialist) within their doctoral programs. All students enrolled in the program without a previously attained master’s degree must earn an M.A. with a thesis before advancement to doctoral candidacy. Graduates of the School Psychology Program are eligible for licensure as professional psychologists in Maryland and other states. Graduates also qualify for the Nationally Certified School Psychologist (NCSP) credential, awarded by NASP. Because the Maryland State Department of Education (MSDE) approves the training program fully, graduates are automatically eligible for MSDE licensure as School Psychologists. The program design allows candidates to learn new skills under intensive, direct supervision and later practice those skills with more autonomy. The general pattern within each curriculum strand is to offer pre-practicum courses with a didactic component that includes hands-on clinical experiences with mock or real clients, followed by practicum courses and structured clinical experiences with opportunities to gain further competency in specific areas (i.e., assessment, therapeutic intervention, consultation). The program sequence continues with advanced fieldwork that supports candidates in refining their competencies further in settings that enable them to combine multiple areas (e.g., assessment, therapeutic interventions, inter-professional communication, and cultural diversity). The culminating clinical experience is the internship. The practicum and internship experiences occur in Prince George’s County, Montgomery County, Howard County Public School Systems, and the Kennedy Krieger Institute, all located in Maryland. Candidates received placements in public school systems in Virginia for their practicum and internship experiences.**School Improvement Leadership**The UMD School Improvement Leadership Post-Baccalaureate Certificate (PBC) is an 18-credit post-master’s graduate program. This fully online program provides a part-time, statewide, cohort-based professional learning experience that advances teacher leaders who aspire to become school leaders in meeting MD Administrator 1 certification requirements. This 16-month program is organized through a 5-course sequence and a 6-month internship. The courses and internship allow candidates to develop their capacity with instructional leadership, school management and operations, family and community engagement, and equity and improvement leadership. The coursework aligns with the Professional Standards for Educational Leaders (PSELs). Through the culminating portfolio, candidates must demonstrate their emerging skills and knowledge as aspiring school leaders across all ten PSEL domains.  |

**Public Posting URL**

Part I of this report is posted at the following web address (accredited members filing this report must post at least Part I):

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| https://education.umd.edu/academics/accreditation |

1. **Enrollment and Completion Data**

Table 1 shows current enrollment and recent completion data for each program included in the AAQEP review.

**Table 1. Program Specification: Enrollment and Completers for Academic Year 2022-2023**

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| **Degree or Certificate** granted by the institution or organization | **State Certificate, License, Endorsement, or Other Credential**  | **Number of Candidates**enrolled in most recently completed academic year (12 months ending 08/23) | **Number of Completers**in most recently completed academic year (12 months ending 08/23) |
| ***Programs that lead to initial teaching credentials*** |
|  |  |  |  |
| Total for programs that lead to initial credentials |  |  |
| ***Programs that lead to additional or advanced credentials for already-licensed educators***  |
| M.Ed. - Curriculum and Instruction, Reading Specialist (graduate) | MSDE Reading Specialist Certificate | 5 | 4 |
| M.Ed. - School Counseling (graduate) | MSDE School Counselor Certificate | 30 | 14 |
| Ph.D. - School Psychology (graduate) | MSDE School Psychologist Certificate, NCSP credential | 25 | 4 |
| School Improvement Leadership  | MSDE Administrator I Certificate | 8 | 8 |
| Total for programs that lead to additional/advanced credentials |  |  |
| ***Programs that lead to credentials for other school professionals or to no specific credential*** |
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| Total for additional programs |  |  |
| TOTAL enrollment and productivity for all programs | 68 | 30 |
| Unduplicated total of all program candidates and completers | 68 | 30 |

**Added or Discontinued Programs**

Any programs within the AAQEP review that have been added or discontinued within the past year are listed below. (This list is required only from providers with accredited programs.)

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| The Doctorate of Education (Ed.D) in School System Leadership is a “Practice-Based” program designed to develop leaders who can create and lead collaborative and inclusive system improvement initiatives. The program spans 36 months, utilizing a non-standard semester schedule with all-day weekend seminars and online modules. Students complete a capstone project that focuses on improving real problems of practice within a school system. The Ed.D in School Leadership is approved by the Maryland State Department of Education (MSDE) for Superintendent II certification. At the conclusion of the program, students receive an MSDE Superintendent Endorsement, which is specific only to the UMD program. |

1. **Program Performance Indicators**

The program performance information in Table 2 applies to the academic year indicated in Table 1.

**Table 2. Program Performance Indicators**

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| A. **Total** **enrollment** in the educator preparation programs shown in Table 1. This figure is an unduplicated count, i.e., individuals earning more than one credential may be counted in more than one line above but only once here. |
| 68 |
| B. **Total number of unique completers** (across all programs) included in Table 1. This figure is an unduplicated count, i.e., individuals who earned more than one credential may be counted in more than one line above but only once here. |
| 30 |
| C. **Number of recommendations** for certificate, license, or endorsement included in Table 1. |
| 30 |
| D. **Cohort completion rates** for candidates who completed the various programs within their respective program’s expected timeframe **and** in 1.5 times the expected timeframe.* Reading Specialist students expect to complete the program in three years, so 1.5 times equals 4.5 years.

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| **Reading Specialist** |
| Initial Cohort | Graduated in 100% time (3 years) | Graduated in 150% time (4.5 years) | Graduation Rate % (3 years) | Graduation Rate %(4.5 years) |
| 4 | 4 |  | 100% |  |

* School Counseling students expect to complete the program in two years, so 1.5 times equals three years.
* *Note: One student completed the program in four years.*

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| **School Counseling** |
| Initial Cohort | Graduated in 100% time (3 years) | Graduated in 150% time (4.5 years) | Graduation Rate % (3 years) | Graduation Rate %(4.5 years) |
| 14\* | 13 |  | 93% |  |

* Administrator I students expect 16-20 months to complete the program, so 1.5 times equals 24-30 months.

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| **School Improvement Leadership (Admin I)** |
| Initial Cohort | Graduated in 100% time (16-20 months) | Graduated in 150% time (24-30 months) | Graduation Rate % (3 years) | Graduation Rate %(4.5 years) |
| 8 | 8 |  | 100% |  |

* School Psychology students expect to complete the program in five years, so 1.5 times equals 7.5 years.

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| **School Psychology** |
| Initial Cohort | Graduated in 100% time (5 years) | Graduated in 150% time (7.5 years) | Graduation Rate % (3 years) | Graduation Rate %(4.5 years) |
| 4 | 4 |  | 100% |  |

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| E. **Summary of state license examination results**, including teacher performance assessments, and specification of any examinations on which the pass rate (cumulative at time of reporting) was below 80%. |
| School Improvement Leadership/Administrator I, Reading, and School Counseling do not have a state exam requirement. The School Psychology completers averaged 178, which exceeded the state cut-off of 147 by points. |
| F. Narrative explanation of **evidence available from program completers**, with a characterization of findings.  |
| Program completers expressed appreciation for the continued focus on anti-racism practices emphasized in the course curriculum. Specifically, faculty knowledge and high-quality course instruction with a connection to practicum experience were indicated as significant programmatic strengths. Additionally, students highlighted internship/practicum experiences as impactful and significant to professional preparation. Students conveyed that they felt supported by the faculty and there was a sense of community within the programs. Communication specific to deadlines, budget transparency, and additional advising opportunities were areas students indicated improvement should be considered.  |
| G. Narrative explanation of **evidence available from employers of program completers**, with a characterization of findings.  |
| The College of Education cannot disseminate the Teacher Education Employer survey because the districts will not permit it. The College has made progress in developing formal data-sharing agreements with our district partners, which we hope to culminate with the restoration of the Teacher Education Employer Survey. |
| H. Narrative explanation of how the program investigates **employment rates for program completers**, with a characterization of findings. This section may also indicate rates of completers’ ongoing education, e.g., graduate study. |
| **School Counseling**: Most graduates have current employment in local counties. Others obtain employment in their home state/local area.**Reading**: Currently employed**Admin I:** Currently employed**School Psychology**: All graduates gained employment at local schools or community mental health centers after graduating. All of our graduates working in schools have the school psychologist certification. |

1. **Candidate Academic Performance Indicators**

Tables 3 and 4 report on select measures of candidate/completer performance related to AAQEP Standards 1 and 2, including the program’s expectations for successful performance and indicators of the degree to which those expectations are met.

**Table 3. Expectations and Performance on Standard 1: Candidate and Completer Performance**

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| **Provider-Selected Measures** | **Explanation of Performance Expectation** | **Level or Extent of Success in Meeting the Expectation** |
| Reading: Performance Assessment for Teachers (PAT) | The Performance Assessment for Teachers (PAT) measures candidates’ performance during the summer clinical experience. Program faculty and supervisors use the PAT rubric when observing and meeting with candidates as they assess and instruct learners, engage in collaborative planning and coaching discussions, participate in seminars and professional development activities, write case reports, and communicate with parents and families. Candidates must attain the level of “meets expectations” on 100% of the *critical* indicators and “developing” on 70% of the remaining indicators (considered *essential*) to complete the clinical experience successfully. | Candidates (n=4) completed the 2022 Summer reading clinic internship. The data indicates that all candidates met expectations for all standards and indicators except for the planning and implementing language experience lessons. This indicator was waived for the past few years due to the pandemic and a remote clinic program. Faculty decided to continue to waive this indicator in 2022 due to guidelines and restrictions for summer programs for children. Faculty and staff also discussed moving language experience lessons under the writing indicator in the future. However, all other indicators received implementation and observation to a high degree. The link to the data is provided [here](https://umd.box.com/s/5q30cbjn19ss54cwckpmqlgfs5tlo3be). |
| Reading: Seminar Paper | For the seminar paper assignment, candidates engage in a literature search to locate, read, critique, and write about primary research in a particular area of research related to literacy. The seminar paper is worth 23 points. Candidates’ seminar papers have rubric-based scoring that defines performance criteria as unacceptable, minimally acceptable, and meets expectations. The cut-off score for a passing mark on the seminar paper is 19. | All candidates (n=4) met expectations for completing the Seminar Paper. In addition, candidates demonstrated in-depth knowledge of theory, content, and pedagogy as described by the International Literacy Association (ILA) standards and other state and national standards. The link to the data is provided [here](https://umd.box.com/s/a79o1t746ljp5xx9py7v3kjz5naye9l9). |
| Reading: Final Reading Clinic Report (indicators I.A.; IIA, B, C; IIIA, B & IVA | The Final Clinic Report is completed at the end of the clinic practicum after candidates have worked with students with reading and writing difficulties. The report describes candidates’ instruction to students, reading and writing goals, student progress, and recommendations for continued growth. In addition, parents, tutors, and school personnel receive the shared report. Successful completion of this assessment requires candidates to achieve a minimum score of 17 out of 23 points on the Clinic Report rubric. | All candidates (n=4) met the maximum score (3pts) of “meets expectation” for the Final Clinic Report on indicators I.A.; IIA, B, C; IIIA, B, & IVA. The link to the data is provided [here](https://umd.box.com/s/oyc2d9mq4qiezqm8bq9uyh82ahwlsuie). |
| Reading: Course Grades | The program consists of 30 credits, including a capstone summer reading clinic. The curriculum requirements are designed to meet the International Literacy Association (ILA) Standards for the Preparation of Literacy Professionals. The following course grading system applies to all of the advanced programs: The A+ and A are calculated at 4 quality points, A- at 3.7 quality points, B+ at 3.3 quality points, B at 3 quality points, B- at 2.7 quality points, C+ at 2.3 quality points, C at 2 quality points, and C- at 1.7 quality points. The grades of D+, D, D-, F, and I receive no quality points. Students do not earn credit toward the degree for courses in which they receive a grade of D+, D, D-, or F. | All candidates demonstrated exemplary work in their classes, with a 4.0 GPA in all coursework. Here is a [link](https://umd.box.com/s/4veuh1clo2fb7k4zx90xymosqgauwuap) to the data. |
| School Counseling: Internship Evaluation | During each semester of the internship experience, site supervisors complete an assessment of each intern’s performance at the midpoint and the end-point of the experience. On a 50-item rating scale covering all 8 *CACREP School Counseling Standards.*For the final evaluation, ratings of at least “3” on all items (standards) are required to pass all course and placement requirements. | All School Counseling completers (n=14) met or exceeded the final internship evaluation program benchmark. Click [here](https://umd.box.com/s/sl2hqn9u7p0dm27b1jk3qb0fyxa9aml0) to view the data. |
| School Counseling: Advocacy Project | Candidates develop and implement an advocacy project focusing on one or more community, environmental, and institutional context(s), driving gaps in students’ academic, career, personal, and social development. Candidates are required to receive “meets expectations” for indicators of the rubric. | All School Counseling completers (n=14) met or exceeded the program benchmark for the advocacy project. The lowest indicator score for meeting the benchmark expectation was 71.4%. Click [here](https://umd.box.com/s/3yf5n4tvambhbskiommc55p31pf4uqje) to view the data. |
| School Counseling: Comprehensive Exam | The examination required of all School Counseling (M.Ed.) candidates is a comprehensive essay-based exam covering the *Council for Accreditation of Counseling and Related Educational Programs (CACREP) 2016, eight common core curricular areas,* and s*ix School Counseling knowledge domains*. Over two days, students respond to eight essay questions (4 per day and 1 hour per question) corresponding to the CACREP core content areas. If a student fails a section, they are given a second opportunity to sit for the failed section(s). If they don’t pass the second attempt, they will not graduate within the expected two years and must retake the exam for the third time in late spring. They are dismissed from the program if they don’t pass the third time. | This is the second year for the essay-based comprehensive exam. All students (n=14) passed the exam.  |
| School Counseling: Exit Survey | Each graduation semester/term, the College surveys its graduating candidates to solicit feedback regarding their preparation and to identify areas for program improvement. In addition, the College applies a uniform instrument across the unit. | Please see Table 2, Program Performance Indicators, Question F for Exit survey feedback. |
| School Counseling: Course Grades | All students in the School Counseling program complete 14 didactic courses, two field experiences, and a two-semester clinical internship covering all key content, pedagogical, and professional knowledge, meeting training standards for master’s degree level school counseling. The following course grading system applies to all of the advanced programs: The A+ and A are calculated at 4 quality points, A- at 3.7 quality points, B+ at 3.3 quality points, B at 3 quality points, B- at 2.7 quality points, C+ at 2.3 quality points, C at 2 quality points, and C- at 1.7 quality points. The grades of D+, D, D-, F, and I receive no quality points. Students do not earn credit toward the degree for courses in which they receive a grade of D+, D, D-, or F. | School Counseling completers performed well, with an overall 3.919 GPA for the cohort. The course grade information is [here](https://umd.box.com/s/5w27cyqc0gb87fx1as77oui3h97rc0vk). |
| School Psychology: Internship Evaluation | The internship evaluation includes items assessing the skills, competencies, performance, knowledge, and characteristics expected of an effective school psychologist. Each item on the internship evaluation has a rating on a 4-point scale, with the anchors for each assessment outlined below. A rating of “3” is the minimum acceptable level for end-of-internship performance.  | All School Psychology completers (n=4) successfully completed the required rubrics of the Internship Evaluation, meeting or exceeding the benchmark. Click [here](https://umd.box.com/s/5l5ug992oxzxs40xckpd9nvhgi99xedf) to view the data. |
| School Psychology: Praxis II | Students take the Praxis II Exam, a nationally normed standardized test, in their third year as part of the program’s comprehensive examination requirement and to obtain the National Certification as School Psychologist (NCSP). The state of Maryland’s passing score is 147. | All School Psychology completers (n=4) exceeded the Maryland State Department of Education passing score of 147 with a 178 average. Click [here](https://umd.box.com/s/rnkmmcpcdumwmc6zrhmnznz7aqz61iti) to view the data. |
| School Psychology: Internship Portfolio | Program faculty evaluate the portfolios according to specified competency-based rubrics, which align with key components of the National Association of School Psychologists (NASP) standards, especially NASP Standards 2.1, 2.2, 2.3, 2.4, 2.7, and 2.10. The scale ranges from 1 to 3, with 1 indicating “Below Expectations,” 2 indicating “Meets Expectations,” and 3 indicating “Exceeds Expectations.” The student benchmark for this assessment is “Meets Expectation” for all aspects. | All School Psychology completers (n=4) successfully completed the required rubrics of the Internship Portfolio. The lowest indicator score for meeting the benchmark expectation was 25% for 4f. Click [here](https://umd.box.com/s/18txagwg7tud0rf2yuua4dl2fo8q619d) to view the data. |
| School Psychology: Course Grades | The School Psychology program includes 76 course credits, with an additional 18-24 credits required for research and fieldwork/internship. Sequencing of the curriculum assures students are simultaneously engaged in work related to theory, research, and practice. The following course grading system applies to all of the advanced programs: The A+ and A are calculated at 4 quality points, A- at 3.7 quality points, B+ at 3.3 quality points, B at 3 quality points, B- at 2.7 quality points, C+ at 2.3 quality points, C at 2 quality points, and C- at 1.7 quality points. The grades of D+, D, D-, F, and I receive no quality points. Students do not earn credit toward the degree for courses in which they receive a grade of D+, D, D-, or F. | School Psychology completers performed well, with an overall 3.967 GPA for the cohort. The course grade information is [here](https://umd.box.com/s/280hrdgi9nmn00b5282vtllfjlma1ccm). |
| School Improvement Leadership: Internship Evaluation | Intern evaluations apply to their internship progress and performance through two formal checkpoints: the mid-term and the end of the internship. The program utilizes a shared evaluation rubric that the intern, the school-based mentor, and the university supervisor complete. The evaluation scale is scaffolded to be appropriately rigorous for the developmental progression of the intern, and all candidates are required to demonstrate that they “meet standard” overall across the seven indicators at both the mid-point and the final evaluation. The evaluation indicators include mandatory hours, the scope of leadership activities, knowledge of the leadership standards (PSELs), progress with Portfolio submissions, and professionalism.  | The data provided in this report are based on the final supervisor evaluation. All students (n=8) met the required benchmark. Data can be viewed [here](https://umd.box.com/s/qkccim1b01q666empcvi29xrgnr24qd4). |
| School Improvement Leadership: PSEL Portfolio | The Portfolio aligns with the ten “Professional Standards for Educational Leaders” (PSELs). A candidate’s Portfolio comprises a range of artifacts that provide tangible evidence of their leadership from the coursework and the internship for each of the ten PSELs. For each leadership standard/PSEL, there is a corresponding program-based rubric. UMD leadership faculty review the candidates’ portfolios at the end of the internship to determine that they “meet standard” for “every PSEL through a preponderance of evidence.  | All indicators in the PSEL portfolio aligned with Standard 1 can be viewed [here](https://umd.box.com/s/h73hhh1mxs5dxsc8487b4j6zcokrr88d). The data provided demonstrate that the majority of students met the required benchmark. The lowest indicator score for meeting the benchmark expectation was 63% for PSEL 2015.9. |
| School Improvement Leadership: Course Grades | The School Improvement Leadership program includes 18 total course credits; it features a 5-course leadership development sequence, including leadership for continuous improvement, instructional leadership, family and community engagement, and school operations management. Integration of the tools of Improvement Science throughout the coursework, include the Problem of Practice, Fishbone Diagram, and Driver Diagram. The following course grading system applies to all of the advanced programs: The A+ and A are calculated at 4 quality points, A- at 3.7 quality points, B+ at 3.3 quality points, B at 3 quality points, B- at 2.7 quality points, C+ at 2.3 quality points, C at 2 quality points, and C- at 1.7 quality points. The grades of D+, D, D-, F, and I receive no quality points. Students do not earn credit toward the degree for courses in which they receive a grade of D+, D, D-, or F. | School Improvement Leadership completers performed well, with an overall 3.975 GPA for the cohort. The course grade information is [here](https://umd.box.com/s/unf7pymcisjmb6f8a7nntgo1mxcaibnh). |

**Table 4. Expectations and Performance on Standard 2: Completer Professional Competence and Growth**

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| **Provider-Selected Measures** | **Explanation of Performance Expectation** | **Level or Extent of Success in Meeting the Expectation** |
| Reading: Foundational Competencies/MCEE | The College Foundational Competencies dispositions instrument includes 16 indicators, exam foundational competencies in English language competence, interpersonal competence, work and task management. In addition, the disposition instrument has analytic and reasoning competencies, professional conduct, physical abilities, and professionalism. The tool aligns with the Model Code of Ethics for Educators (MCEE), recently adopted by the National Association of State Directors of Teacher Education and Certification. Candidates have an expectation of receiving ratings of “Yes” or “Always.” | Candidates successfully met this outcome, as evidenced by the Foundational Competencies. All Reading Specialist candidates (n=4) received the highest ratings of “Always” and “Yes” for the Foundational Competencies/Model Code of Ethics for Educators (FC/MCEE).  |
| Reading: Performance Assessment for Teachers (PAT) | The Performance Assessment for Teachers (PAT) measures candidates’ performance during the summer clinical experience. Program faculty and supervisors use the PAT rubric when observing and meeting with candidates as they assess and instruct children, engage in collaborative planning and coaching discussions, participate in seminars and professional development activities, write case reports, and communicate with parents and families. In addition, candidates receive evaluations on how they work independently and collaboratively. Candidates must attain the level of “meets expectations” on 100% of the *critical* indicators and “developing” on 70% of the remaining indicators (considered *essential*) to complete the clinical experience successfully. | Candidates (n=4) completed the 2022 Summer reading clinic internship. The data indicate that all candidates met expectations for all standards and indicators except for the planning and implementing language experience lessons. This indicator was waived for the past few years due to the pandemic and a remote clinic program. Faculty decided to continue to waive this indicator in 2022 due to guidelines and restrictions for summer programs for children. Faculty and staff also discussed moving language experience lessons under the writing indicator in the future. However, all other indicators received implementation and observation to a high degree. Data are provided in Table 3 of this report. |
| Reading: Exit Surveys | Each graduation semester/term, the College surveys its graduating candidates to solicit feedback regarding their preparation and to identify areas for program improvement. In addition, the College applies a uniform instrument across the unit. | Please see Table 2: Program Performance Indicators, Question F for Exit survey feedback. |
| Reading: Final Clinic Report (indicators II.A, VI.A) | The Final Clinic Report is completed at the end of the clinic practicum after candidates have worked with students with reading and writing difficulties. The report describes candidates’ instruction, reading and writing goals, progress, and recommendations for continued growth. In addition, parents, tutors, and school personnel receive the shared report. Successful completion of this assessment requires candidates to achieve a minimum total score of 17 out of 23 points on the Clinic Report rubric. | All candidates (n=4) met the expectations for indicators II. A and VI.A. Data are provided in Table 3 of this report |
| Reading: Course Grades | See the description in Table 3: Expectations and Performance on Standard 1. | Data are provided in Table 3 of this report |
| School Counseling: Internship Evaluation | See the description in Table 3: Expectations and Performance on Standard 1. | All School Counseling completers (n=14) met or exceeded the program benchmark for the final Internship Evaluation. Table 3 contains the data. See above for Expectations and Performance on Standard 1. |
| School Counseling: Advocacy Project | See the description in Table 3: Expectations and Performance on Standard 1. | All School Counseling completers (n=14) met or exceeded the program benchmark for the Advocacy Project. Table 3 contains the data. See above for Expectations and Performance on Standard 1. |
| School Counseling: Dispositions Assessment | The School Counseling dispositions assessment includes three dispositions that directly assess candidates’ ability to engage with families and the local community to support productive learning environments. We expect students to earn “Meeting Expectations” in all disposition indicators by the end of the internship. | All School Counseling completers (n=14) met or exceeded the benchmark for all indicators of the Dispositions assessment. Click [here](https://umd.box.com/s/5dwyps48dxynwvpp1gpd0tm8kcnyptve) to view the data. |
| School Psychology: Internship Evaluation | See the description in Table 3: Expectations and Performance on Standard 1. | Please refer to Table 3 for internship evaluation data. |
| School Psychology: Internship Portfolio | See the description in Table 3: Expectations and Performance on Standard 1. | All School Psychology completers (n=4) successfully completed the required rubrics of the Internship Portfolio. The lowest indicator score for meeting the benchmark expectation was 25% for 4f. Table 3 contains the data. See above for Expectations and Performance on Standard 1. |
| School Psychology: Course Grades | See the description in Table 3: Expectations and Performance on Standard 1. | Please refer to Table 3 for course grade data. |
| School Improvement Leadership – PSEL Portfolio | As part of the Internship Evaluation (completed at the midpoint and the end of the internship), Candidates experience direct assessment on three critical indicators of their *professional competence*: 1. Interpersonal and communication skills.
2. Responsiveness to feedback from their mentor.
3. Relationship with the university supervisor.

All candidates must “meet the standard” for all three of these competencies, as rated by their mentor and their University Supervisor. | All indicators in the PSEL portfolio aligned with Standard 2 can be viewed [here](https://umd.box.com/s/ydw3absrt9to1wd7osakrbjfn8c7kh9u). The data provided demonstrate that the majority of students met the required benchmark. The lowest indicator score for meeting the benchmark expectation was 63%. |

1. **Notes on Progress, Accomplishment, and Innovation**

This section describes program accomplishments, efforts, and innovations (strengths and outcomes) to address challenges and priorities over the past year.

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| **Diversity and Inclusion*** **EdTerps - Transforming Education for Good*:*** A community of faculty, staff, alumni, and students committed to advancing **equity and social justice** through research and innovation in teaching and learning, policy, counseling, human development, and psychology. EdTerps strives to improve lives and communities, emphasizing teaching/incorporating equity and social justice throughout all COE classes and programs to shape future educators across the unit. The College of Education is shaping the next generation of fearless leaders and learners. Backed by a rigorous research enterprise, strong partnerships with federal and state agencies, and unparalleled access to diverse school districts that provide early in-field experience, EdTerps are uniquely positioned to transform education for good.
* **Dean’s Lecture Series**: The University of Maryland College of Education Dean's Lecture Series supplies a forum for faculty, staff, students, alums, and community members to engage with academic leaders and scholars nationwide. The series brings experts from various fields to the University to share their experiences and insights, fostering meaningful dialogue around the grand challenges we face in education and society. The series is integral to the College's efforts to promote learning, development, well-being, equity, and social justice.
* **COREJ**: The Council on Racial Equity & Justice (pronounced COURAGE) will continue to work on the equity audit, collecting data to review the experiences of students, faculty, and staff of Color to implement change and recommendations based on the student study. Dr. Bridget Turner Kelly and Dr. Olivia hosted a COREJ event in March 2023 about Difficult Dialogues on Antiracism: Faculty and Staff Dialogue to help advance the College culture of belonging and inclusiveness. Progress monitoring toward eradicating structural bias will happen collaboratively by the Dean’s Office, faculty, staff, and student groups (e.g., Faculty of Color, Staff Affairs Committee, Senate). This year, the council will focus on the experiences of faculty and staff of Color.

**Reading Specialist**In the 2022-2023 academic year, the reading specialist program faculty developed and submitted a proposal to redesign several courses and the M.Ed. program. The university senate approved the updated program in April 2023, and contains the following additions and revisions: 1. Overall, the program focus shifted from reading to literacy and equity. This change recognized the importance of equity and diversity in schooling, literacy development, and teaching. It also aligned with university, college, and departmental initiatives and local school district priorities. The SRP also serves mostly racially, culturally, and linguistically diverse children. Studies of equity and culturally responsive pedagogy are essential experiences for the successful completion of the program and future teaching.
2. Two new courses focusing on teaching literacy and digital literacy to multilingual learners were added. These changes were in response to student/candidate experiences, trends in local school priorities, and literacy research.
3. There is an inclusion and development of hybrid courses and programs. All program courses, except for the summer reading clinic, will be taught in a hybrid format or entirely online. Hybrid courses will meet 25% of the time in-person to allow for candidate collaboration and hands-on learning experiences and 75% of the time online using Zoom and other learning management tools. This change was made in response to candidate work schedules and declining enrollment. All candidates are full-time teachers in local schools and often have meetings and other responsibilities after school ends. They want to learn and collaborate but cannot always commute to campus for weekly class meetings.

Next, the reading unit faculty joined with the English education faculty to submit a proposal to hire two new literacy professors – one in the field of elementary reading and one in elementary writing. The proposal was approved, and the search process is scheduled for the 2023-2024 academic year. The new faculty members will contribute expertise, teaching, and supervision of candidates in the reading specialist master’s program in addition to working with the elementary education program. All reading specialist M.Ed. faculty are members of the search committee. Also, a new reading and literacy professor, Dr. Shannon Kane, joined the faculty at the beginning of the 2022-2023 school year. Dr. Kane contributes expertise in literacy leadership, multilingual learners, research trends, and elementary reading instruction. She is a wonderful colleague and teacher educator.***Maryland Initiative for Literacy & Equity (MILE) Institutional Grant.*** This initiative aims to combat persistent illiteracy in Maryland and the surrounding region, especially among marginalized populations, through research, education, professional development, and community and policy outreach. The initiative intends to break down silos by bringing together brain and behavioral researchers, teachers, speech pathologists, librarians, policymakers, and community members. The grant is in partnership with other colleges at the University. It is co-directed by Donald J. Bolger, associate professor at UMD's College of Education, and Simone Gibson, associate professor at Morgan State University's School of Education and Urban Studies. Reading Specialists will likely familiarize themselves with the MILE initiative and how to integrate the practices, impacting practice integration and how to receive instruction to interact/work with students.**School Counseling**Our greatest accomplishment was graduating 14 students, the largest cohort we’ve ever had in our program. This was also one of the most diverse cohorts to have matriculated through the program. Due to our continued staffing challenges, the core faculty were stretched in terms of trying to meet the needs of a relatively large group of students with diverse identities and backgrounds. Additionally, we needed to rely on adjuncts who struggled to meet the needs of this cohort. Despite these challenges, the students and the core faculty worked together to successfully graduate everyone in the cohort and thus inject a diverse group of well-trained and eager individuals into the local school counseling workforce. We are also happy to report that we’ve hired a new professional track faculty member responsible for teaching 6 courses a year. This will significantly improve the quality and continuity of our curriculum. Another accomplishment was the launching of our new website. This was an arduous task taken on by Dr. Jessica McKechnie and our program graduate assistant. We presented the new website to many of our stakeholders and received positive feedback. The new website is a significant improvement, which should improve our recruitment efforts. Finally, we worked with our Community Advisory Board to establish training for our site supervisors. One persistent critique of our field placements has been the lack of consistency in the quality of our supervisors. The training focuses on informing the supervisors of their roles and responsibilities when working with our interns. This new training will undoubtedly help address this program's growth area.**School Psychology**The School Psychology program successfully recruited a new faculty. Dr. Chunyan Yang, Associate Professor in School Psychology, joined the program in Fall 2023. (see her information here https://education.umd.edu/directory/chunyan-yang). Dr.Yang’s research interests focus on understanding how school members interact with their ecological contexts to find their resilience individually and collectively when facing risks and adversities, such as bullying, teacher-targeted violence, and mental health challenges. Three central questions focused on her research agenda are: (1) how to assess and counterbalance the risks and adversities experienced by vulnerable school members as individuals and as groups; (2) how to leverage promotive and protective factors in school and community-based interventions to alleviate the negative impacts of risks and adversities among individuals and groups in schools; and (3) how do diverse socio-cultural and demographic backgrounds of individuals and groups generate or shape risks and resilience in different ways? Grounded in the socio-ecological framework, Dr. Yang has been conducting research examining the interactive and multilevel influences of risk and resilience processes (i.e., school climate, social-emotional learning, school-wide practice, and culture norms) on human development and school organizational outcomes across individual and school levels and different school stakeholders’ perspectives. She has also used cross-cultural and multi-cultural comparison approaches to explore both culturally specific and universal patterns of risk and resilience processes among diverse school populations. Students and faculty in School Psychology have published articles, presented research at national conferences, and received recognition from NASP and APA for their work (e.g., the APA student poster award). In February 2024, 12 students will present their research at the NASP convention in New Orleans (work submitted in June 2023). The School Psychology program completed the NASP accreditation site visit in Spring 2023 and renewed our NASP accreditation (for the period of August 1, 2023, through August 1, 2030). This year, we have placed high importance on the program’s racial climate initiatives and supporting students during their internship year (e.g., the program requested reduced tuition for students who are completing an internship outside of Maryland to reduce their financial burden during their internship year).**School Improvement Leadership**As part of our effort to align with the current landscape and challenges confronting schools today, we are working in partnership with local districts to recruit teacher leaders who can leverage the skills, knowledge, and dispositions necessary to address learning losses, teacher shortages, and leadership attrition that have confounded schools since the onset of Covid. We are maximizing partnerships with local education agencies by acquiring and cultivating talent for our adjunct roster within local districts who have firsthand knowledge of learning contexts necessary to address problems of practice confronting the contemporary classroom. Most recently, we have coordinated efforts and held two outreach meetings, one virtual and one face-to-face, where the center of both sessions revolved around cultivating twenty-first-century teacher leaders and school leaders poised for meeting the rigor of today’s classroom in light of new legislation in Maryland entitled the Maryland Blueprint for the Future which has academic benchmarks for students that far surpass previous requirements, and additionally has established mandate for teacher efficacy that demand strong leaders well versed in professional development, andragogy and cognitive demand. Additionally, we are in the beginning stages of collaborating with two universities outside of Maryland to coordinate resources to pursue grant funding to address financial shortfalls that are becoming prohibitive for potential students. College of Education received a $4.8M Grant from the U.S. Department of Education to launch the School Improvement Leadership Academy (an effort to increase student achievement). The School Improvement Leadership Academy will bring together up to 180 principals and assistant principals from Title I, high-need, and/or targeted support and improvement schools in Maryland, New Jersey, and Delaware for comprehensive, evidence-based professional learning and development. Segun Banks (EDUC), the College’s Center for Educational Innovation and Improvement director, will lead the Academy. The two-year academy will create webinars and synchronous and asynchronous course experiences that teach principles of improvement science. In addition, the academy will implement academic interventions, support equity-informed leadership, promote culturally responsive social and emotional learning, and focus on methods to advance literacy and mathematics outcomes. The first cohort of school leaders attended their first webinar in April 2023, representing nine school districts–seven in the state of Maryland (Anne Arundel County Public Schools, Baltimore County Public Schools, Caroline County Public Schools, Dorchester County Public Schools, Howard County Public Schools, Montgomery County Public Schools, and Prince George’s County Public Schools) and two in Delaware and New Jersey (Christina Public School District and Plainfield Public Schools, respectively).**Faculty Grants, Accomplishments & Awards**Christine Neumerski (EDUC), Jean Snell (EDUC), Segun Eubanks (EDUC), Pamela Shetley (EDUC), Sonya Riley (EDUC), Cherise Hunter (EDUC), Douglas Anthony (EDUC), Jennifer Eaton (EDUC), Staci Pippin-Kottkamp **Team Project Grant: Racial and Social Justice Research Practice Partnership Collaborative**. The Racial and Social Justice Research-Practice Partnership Collaborative (RSJC) leverages the power of research-practice partnerships (RPP) to address one of the grand challenges of our time: deep, persistent educational inequities in learning opportunities and outcomes that disproportionately impact historically marginalized students. RPPs are centered on equity: 1) equity of the research outcomes, aimed at pushing research towards solving practical problems that our most marginalized communities face; and 2) equity of the research process, aimed at disrupting the traditional power dynamic between researchers (“experts”) and practitioners (passive recipients of the "experts"’ knowledge). The RSJC is partnering with local educational practitioners to address the pressing challenges they face. Through a collaborative effort that spans the UMD College of Education, Office of Community Engagement, School of Public Policy, and local school districts, the RSJC is designing and implementing research-practice partnerships that tackle pressing problems of racial and social justice in our school communities, by fostering connections among UMD faculty and local practitioners and building the capacity of UMD faculty and students to engage in impactful RPPs.Cixin Wang (CHSE) **Individual Grant: An Innovative Intervention to Help Asian American Families Cope with Racism and Related Mental Health Difficulties** This project is developing an 8-session culturally sensitive intervention involving both parents and youth to help Asian American families talk about racism and mental health, promote positive parenting practices, and support Asian American youth to cope with racism and mental health difficulties associated with it. The project is providing the intervention with 50 Asian American families by collecting data from them during pre- and post-intervention and conducting a 6-month follow-up to evaluate the effectiveness of the intervention. This intervention is innovative because no known interventions have focused on both Asian American parents and youth to address racism and related mental health difficulties. This project will significantly benefit Asian American families by promoting parents’ ability to support youth who experience racism and positive parenting practice (e.g., parental support and parent ethnic-racial socialization), as well as adolescents’ social-emotional assets, resilience, coping, and mental health. In addition, this project will provide valuable new opportunities for undergraduate and graduate students to engage in meaningful applied research to address social and racial injustice in the community.Colleen O’Neal (CHSE) Received the Shapiro Mid-Career Award to expand on her study on the cultural competence and inclusive socioemotional support of school personnel (e.g., school psychologists and counselors) around immigrant students in the evolving context of COVID-19. |